

TED SHOWCASE

21st Century Teacher Education Research
Challenges, Opportunities, and Emerging
Models

Alternative Routes to Certification

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Background: Context and Policy

- Shortage of special education teachers is chronic, long-term, and is worsening
- NCLB and IDEA encourage the development of teacher preparation alternatives
- In special education, we know little about how effective alternative routes are
- What we do know suggests that not all alternative routes are created equal
- Tendency to generalize from secondary content model to special education.

What We Were: Reviews

- **Cautionary Metaphors**
- **Effective ARC programs can produce competent teachers, often as competent as graduates of traditional teacher education programs**
- **Effective ARC programs are characterized by (Rosenberg & Sindelar, 2001; 2005):**
 - **Collaboration among program providers (LEA, SEA, IHEs)**
 - **Program of adequate length and intensity**
 - **Substantial, rigorous, and coherent programmatic content**
 - **Meaningful and frequent observation and mentoring**

Where We Were: AR Indexing Study

(Rosenberg, Boyer, Sindelar, & Misra, 2007)

- Development of Program Lists (n=235)
- Final Sample (n=101)
- Areas of Survey
 - Program Infrastructure
 - Program length and intensity
 - Program Characteristics
 - Participant Characteristics

Where We Were: AR Indexing Study: General Themes

– High IHE Involvement

- AR programs represent an effective means for IHEs to expand their offerings with little additional capital expenditure
- Impact of streamlined programs operating along with traditional programs

– Length of Preparation and Support

- Regardless of length of time before assuming full teaching responsibilities most AR programs are more than 18 months
- Most programs making efforts to deliver supportive programs that promote successful induction

Where We Were: AR Indexing Study

- Participants
 - Mid-Career Changers – 46%
 - Recent Bachelors - 29%
 - 25% of Recent Bachelors Degrees are General Educators
 - May Require Individualized Programs

Where We Are: Cost Studies

(Sindelar, Corbett, Denslow, Dewey, Lotfinia, & Rosenberg, 2007)

- In-Depth Cost/Program Analysis of 27 AR Programs
- Four Program Types
 - Internship (n=15)
 - Distance (n=5)
 - Step-Up (n=4)
 - Local (n=3)

Cost Studies: Definitions

Internship Program: Participants are hired as teachers and complete program while teaching

Distance Education/Online Program: Courses are delivered via internet or distance education technology

Paraprofessional Step-Up Program: Program leads to licensure and/or degree for paraprofessionals

District Sponsored Program: School district or regional consortium provides training

Cost Studies

- Average Cost Per Completer/Length
 - All Programs: 12,323. /1.9 yrs
 - Internship: 13,551. /2 yrs
 - Distance: 7,054. /1.75 yrs
 - Step-Up: 19,375. /2.125 yrs
 - District: 5,567. /1.17 yrs

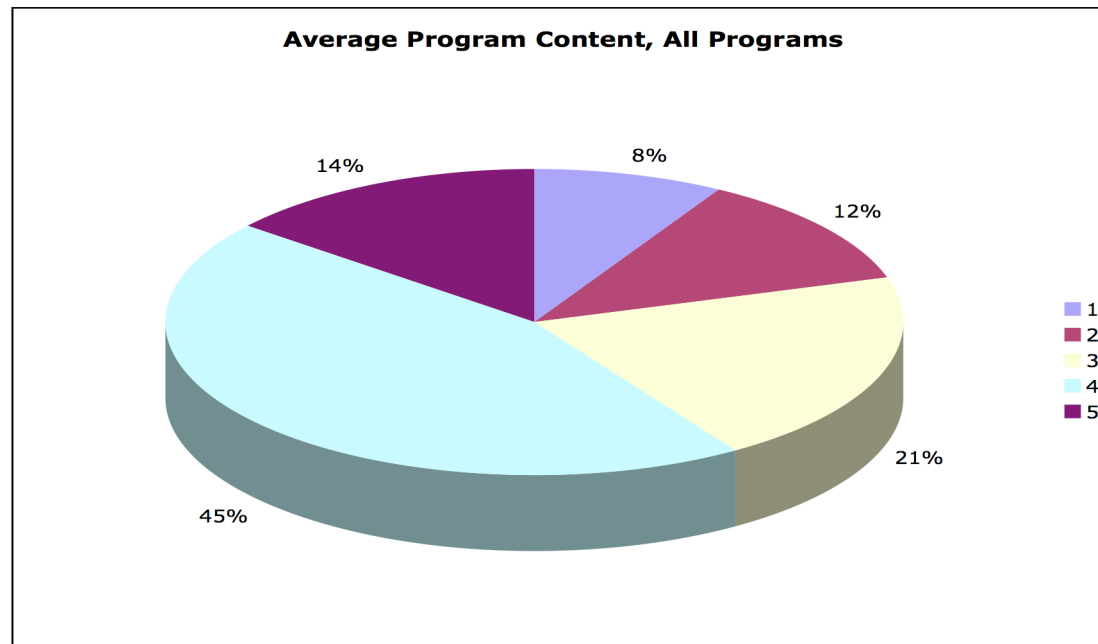
Cost Studies

- Economy of Scale Achieved at Approximately 30 Students
- District and Distance Programs Less Expensive At Any Size

Program Content: Total Hours of Instruction in Five Categories

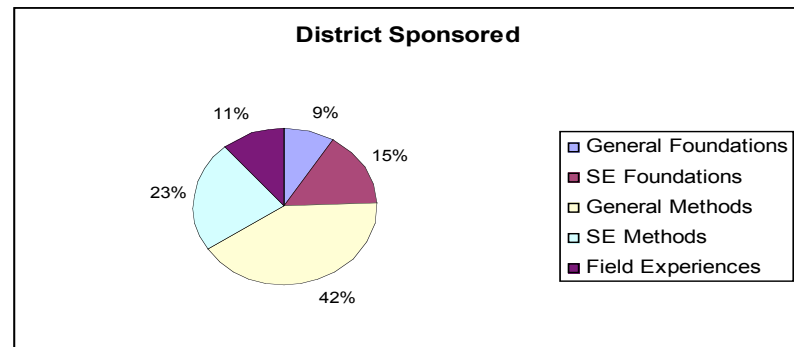
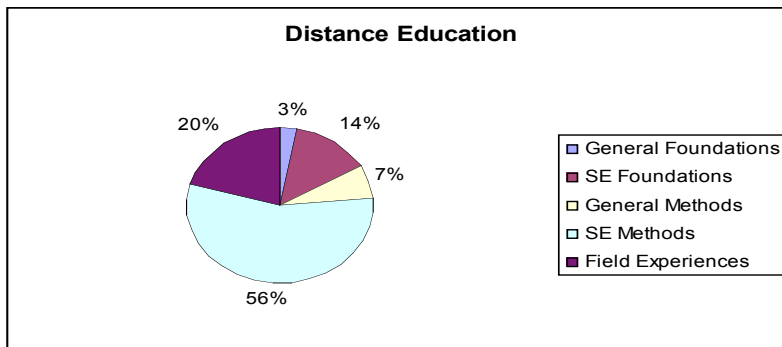
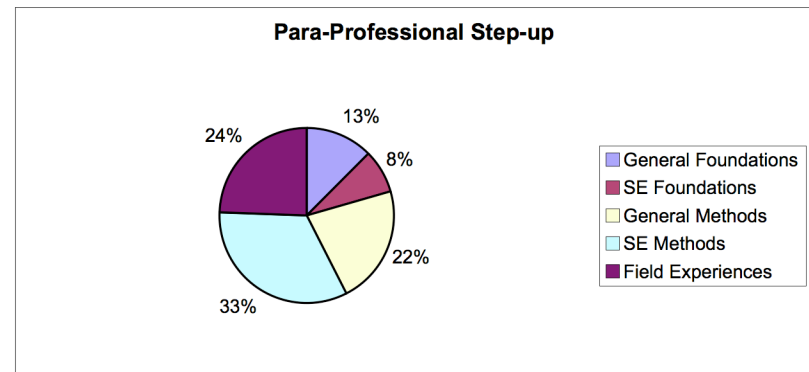
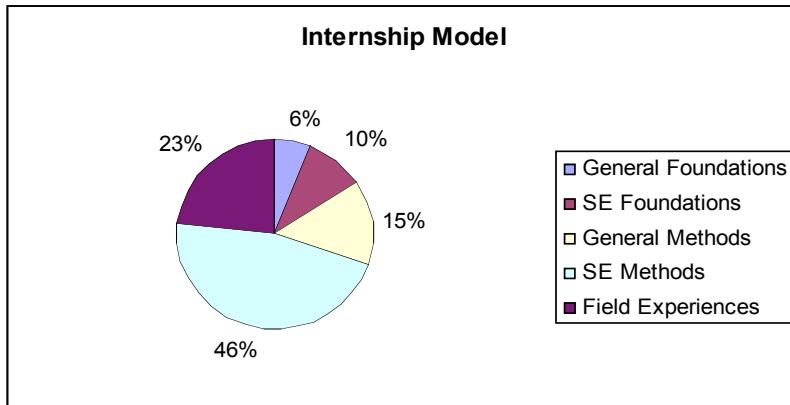
	GE Foundations	SE Foundations	GE Methods	SE Methods	Field Experiences	TOTAL
Internship	30.6 (0-140)	49.3 (0-120)	74.3 (0-240)	231.3 (120-490)	117.9 (55-500)	503.5 (137.5-1020)
Step-Up	112.4 (0-240)	71.5 (30-112)	198.2 (144-270)	295.5 (144-432)	219.7 (74.7-480)	897.3 (528-1392)
Distance	13.3 (0-45)	67.6 (0-135)	33.6 (0-144)	270.9 (84-515)	99.2 (0-432)	484.6 (144-947)
District	16.3 (9-23.5)	27.8 (10.5-45)	73.5 (63-84)	41.8 (38.5-45)	20 (0-40)	179.3 (135.5-223)

Program Content: All Programs



Note: 1 = gen ed foundations, 2 = SE foundations, 3 = gen ed methods, 4 = SE methods, and 5 = field experiences

Program Content by Type



What We Need To Consider

Cost Effectiveness

- Consideration of Attrition and Quality in addition to **Just Cost**
- Caveat: Traditional Programs and Context

Actual Contribution To Supply

- Cannibalizing Existing Program Recruits

Nature/Importance of Program Content

Sense of Profession and Professionalism

Impact on IHE Faculty

- Roles and Responsibilities of Faculty
- Who is teaching AR courses?

Most Important: Impact on Students